

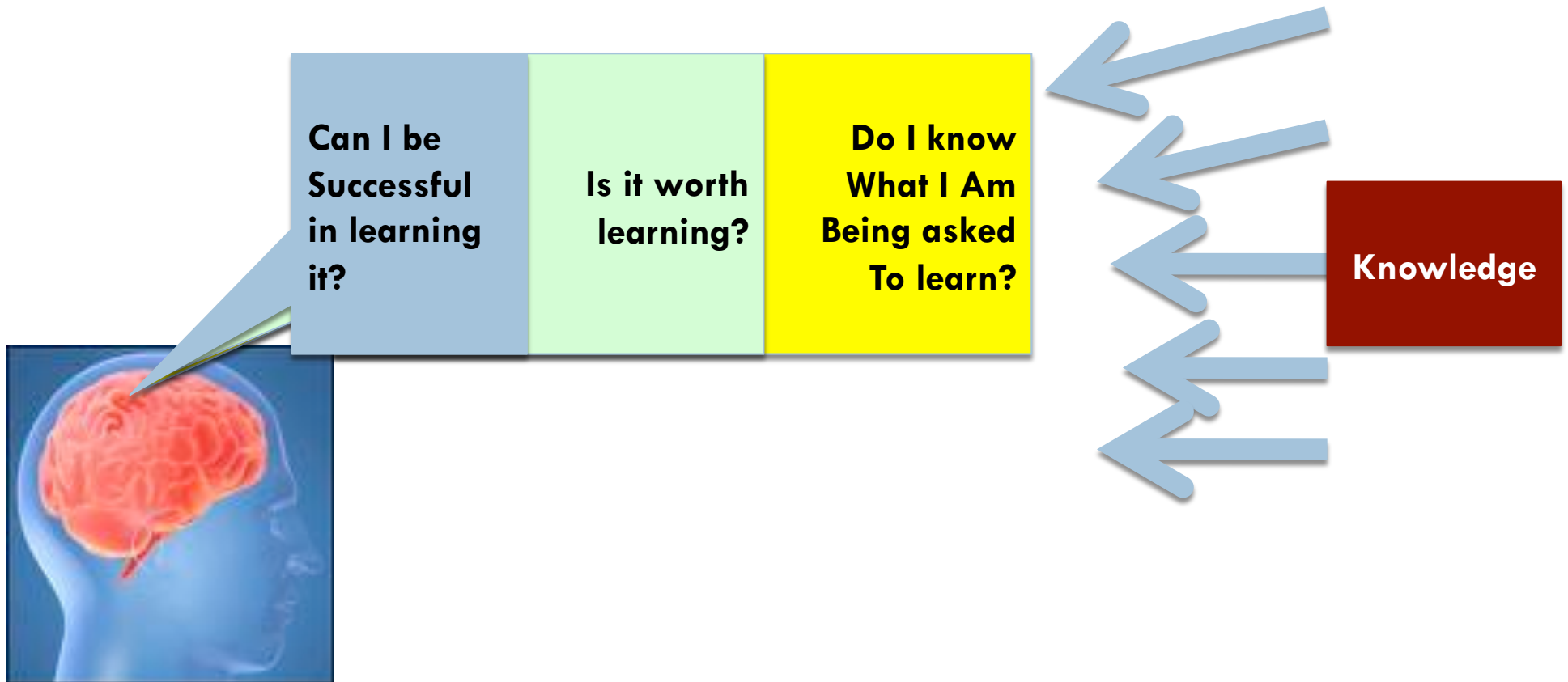
# NEW TEACHER ORIENTATION

## DAY THREE: AUGUST 26, 2009

***Opening Prompt: How do people learn?***

# Think about Classroom Management... especially relationships and routines

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*What does this say to you?*

*What does it have to do with classroom management*

*Do some provisional writing in your learning log*

# Routines and Procedures

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- Gather as Elementary or Secondary
- Review the key points of routines and procedures.
- Share routines that you've identified for your classroom:
  - ▣ What is the routine?
  - ▣ What are the steps you include in the routine?
  - ▣ How will you teach the routine to your kids?
- What questions do you still have about Routines?

# Routines and Procedures

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- What is the difference between rules and routines?
- Do you need rules in your classroom? Why?

# Why You Should Have Rules

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- Rules are expectations of appropriate student behavior.
- Rules communicate a vision for your classroom and how you wish it to operate.
- It is easier to maintain good behavior than to change inappropriate behavior that has become established.
- You will have firm confidence in your ability to manage a class if you have a clear idea of what you expect from your students.
- Rules immediately create a work-oriented atmosphere.
- Rules create a strong expectation about you and the things that are important to you.

# Parts of A Discipline Plan

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## 1. Rules

- ▣ No more than 3-5

## 2. Consequences

- ▣ Naturally recurring as a result of choices

## 3. Rewards

- ▣ Need to be careful

# Establishing Rules

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- What is important even vital for kids to do to ensure that the proper atmosphere is established.
- After thorough deliberation, decide on your rules and write them down or post them before the first day of school.
- State rules in a “positive” tense rather than “Don’ts.”
- Engage students in discussing or creating rules.
- Clearly communicate in both verbal and written form to your students what you expect as appropriate behavior.
- Review rules periodically as needed.

# Rules and Your Classroom

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- What rules will you have for your classroom?
- What role, if any, will the students have in shaping them?
- How will students know the rules?
- How will you respond when you determine that a student has broken a rule?



# Disciplinary Interventions

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## □ Guiding Principles

- Interventions should include a healthy balance between negative consequences for inappropriate behavior & positive consequences for appropriate behavior
- Praise in public; discipline in private

## □ Verbal & Physical Teacher Reactions

- Make eye contact & move close
- Use a physical signal or stimulus cueing
- Provide a simple verbal reminder - ideally privately & subtly
- State the desired appropriate behavior

# Disciplinary Interventions

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- Tangible recognition
  - ▣ Use of some concrete symbol of appropriate behavior
- Direct Cost
  - ▣ Isolation time-out
  - ▣ Restitution/Overcorrection
- Home Contingency
  - ▣ Making parents aware - home contract

# Build Your Plan

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- What behaviors qualify for what interventions:
  - ▣ Level One: Minor infractions; repeated
  - ▣ Level Two: Significant rule violations
  - ▣ Level Three: Non-negotiables- can't happen/ needs removal.

# Reflection: 1, 2, 3

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- Consider the concept of Classroom management...
  - ▣ What is **ONE Big Idea** about Classroom Management?
  - ▣ What are **TWO Questions** I still have?
  - ▣ What are **THREE Key Points** I need to remember?

# What is learning?

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- ❑ **Receiving knowledge is the same as learning it.**
- ❑ **Different kinds of knowledge are learned in different ways.**
- ❑ **Learning requires attention and engagement.**
- ❑ **The best learning occurs when there is a mismatch between what we already know and new ideas or experiences.**
- ❑ **The goal of learning is the recall or retrieval of knowledge.**

# Learning Goals

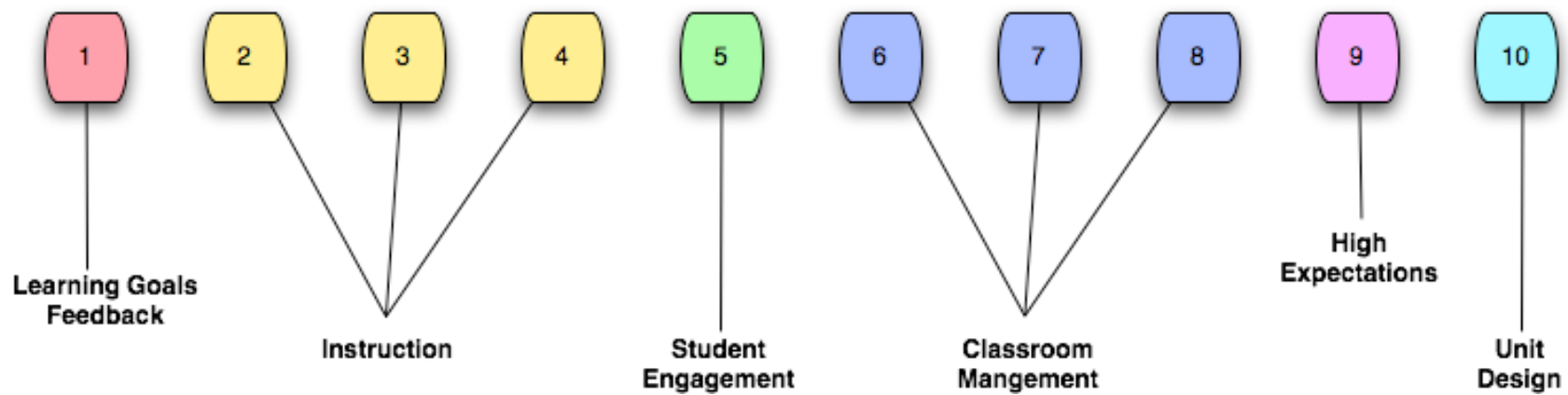
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- Describe principles of constructivism and implications for teachers.
- Describe five major phases in learning process.
- Distinguish between learning goals and learning activities.
- Identify and describe two kinds of knowledge: declarative and procedural.
- Describe structures to teach declarative and procedural knowledge.

# The Art and Science of Teaching

**The model posits 10 “design questions” that teachers can ask themselves as they plan a unit of instruction.**

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?



# Constructivism

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- ***What is constructivism?***
- ***What does it mean for me as a teacher?***

## ***Activity #2:***

- ▣ Identify two of the statements that you feel are most important. Write the statements on paper.
- ▣ <http://www.thirteen.org/edonline/concept2class/constructivism/index.html>
- ▣ Read first three pages of website.
- ▣ Gather evidence supporting or refuting

## ***Prompts:***

- ▣ Based on the reading, revise the statements to clarify them or indicate new insights.
- ▣ For each statement, identify one practice that effective teachers would follow based on each idea.



# Learning Requires Attention

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- Key questions in Fostering Learning Attention:
  - ▣ Do I know what I am being asked to learn?
  - ▣ Do I care about what I am being asked to learn?
  - ▣ Do I believe that I can learn it?

# Learning Principle...

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*Learning requires attending to new knowledge/idea and connecting that knowledge to our prior knowledge.*

## **Classroom Implications:**

- ▣ Be clear about the KNOWLEDGE that you want kids to LEARN.
- ▣ Establish **learning goals** for your units and lessons.
- ▣ Use strategies to make certain kids know what they are expected to learn.

# Establishing Learning Goals Requires Identification of Knowledge

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- Knowledge takes two forms:
  - Declarative
  - Procedural
- There are hierarchies of knowledge- simple to complex- based upon forming connections to bigger ideas.

# Declarative Knowledge Hierarchy

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1. Descriptions of specific persons, places, ideas, things, or events
  - ▣ Facts, vocabulary terms, specific information
2. Time Sequences
3. Causal Networks
  - ▣ Events that lead somewhere – they produce a product or an effect
4. Episodes
5. Generalizations
  - ▣ generalizations are statements for which examples can be provided
6. Principles (cause/effect & correlational)
  - ▣ principles are generalizations that articulate a rules or relationships that can be applied to specific situations
  - ▣ Generally accepted truths within a given field
7. Concepts
  - ▣ commonly single words or phrases that label entire classes or categories of persons, places, living & nonliving things, and events

Complexity of Declarative Knowledge

# Procedural Knowledge Hierarchy

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## 1. Skill/Algorithm

- ▣ typically refers to a set of steps performed in a fairly strict order without much conscious thought
  - examples: adding numbers, typing, diagramming sentences

## 2. General Processes/Strategies

- ▣ a general set of steps performed with more conscious thought and consideration of what needs to be done next
  - examples: reading a chart/graph, editing an essay

## 3. Macroprocesses

- ▣ the most general types of processes, comprised of a number of skills
  - examples: the writing process, reading for comprehension, giving a speech

Complexity of Organizational Procedure  
al Knowledge Structures

# Activity #3 – Knowledge

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- Individually classify learning statements as declarative or procedural (2.2)
- Share your answers with a partner – discuss
- Look over the “answers” with a partner – what insight did you gain?
- Why must teachers be very clear about what kind of knowledge they seek students to learn?

# Knowledge Progression

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Knowledge Retrieval	Comprehension	Analysis	Knowledge Utilization
Recall Relate Execution	Description Represent ideas to others	Identifying similarities and differences	Decision Making Problem Solving What if's ?
Name, list, label, state, Describe who, what, where, when Perform Steps	Describe how or why Describe key parts of... Describe the effects Describe relationship between.. Explain ways in which Explain how to... Paraphrase Summarize	Make connections.... Create analogy/metaphor Organize into categories Identify patterns Make generalizations/rule Make a prediction about.. Evaluate one's practice of..	Select best alternative Adapt_____ to fit... Develop a strategy to.. Figure out a way to Generate a test Research Take/ defend a position on How did this happen? What would happen if?

Acquisition

Practicing/ Deepening

Applying/ Using

**Good Teaching Orchestrates Student Thinking to more complex forms of knowledge.**

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# Learning Goals Differ From Learning Activities

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- Learning Goals are statements of outcomes
  - Each student will understand....
  - Each student will be able to....
    - ***Each student will understand the causes of the civil war. Each student will explain the major causes of the civil war.***
- Learning Activities are experiences that teachers design for students to complete that help them gain the knowledge desired.
  - ***Students will create a Powerpoint presentation about the causes of the civil war.***



# Distinguishing Learning Goals

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- Activity #5: Examine the examples on the handout. Classify them as learning goals or learning activities.

# Communicating Learning Goals\*\*\*

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- What are practical strategies for communicating learning goals for students before, during and after learning experiences?

# Communicating Learning Goals\*\*\*

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- What are practical strategies for communicating learning goals for students before, during and after learning experiences?
  - ▣ Post learning goals in the same place every day.
  - ▣ Overtly refer to the learning goal at the beginning of the lesson.
  - ▣ “Check for understanding” of the goal during the lesson.
  - ▣ Reflect on their success in meeting the goal as a closure technique.
  - ▣ Place the learning goal(s) at the top of a task/assessment and give feedback.

# Designing Learning Goals\*\*\*\*\*

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- Identify small number of learning outcomes for a unit or topic- 2-4 suggested
  - ▣ NYS Standards/ Performance Indicators
  - ▣ NYS Assessments
  - ▣ District Curriculum Maps
  - ▣ Resource Books
  - ▣ Text Books
- Analyze each goal to determine what declarative or procedural knowledge needs to be learned.
- Determine the best sequence of learning targets.

# Make A Generalization About Imperialism

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- Define imperialism
- Describe causes of practice in Africa
- Explain impacts of imperialism in Africa
- Describe causes of practice in India
- Explain impacts of imperialism in India
- Compare imperialism in Africa and India

# Learning Principle...

30

*Learning requires attending to new knowledge/ ideas and connecting it to our prior knowledge.*

## **Classroom Implications:**

- ▣ Overtly state the learning goal. Make sure all kids attend to it.
- ▣ Use strategies to help student **ACCESS** their prior knowledge on the topic or **ANTICIPATE** what they are going to learn.
- ▣ Use Strategies to Preview Knowledge for Students

# Previewing Knowledge

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- Brainstorm strategies to help students preview knowledge...
  - At the beginning of a unit.
  - At the beginning of a lesson.

# Previewing Knowledge

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- Brief Teacher Summaries
- Teacher Prepared Notes
- Skimming text
- Anticipation Guides
- KWL's
- Overt linkages: Hooks and Bridges
- Advance/ Graphic Organizers
- Provisional Writing
- Introduce summative tasks and models.



# Previewing Knowledge-\*\*\*\*

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- Discussion: What are practical strategies/ examples used at both the elementary and secondary level to help students preview knowledge?

# Kindling Question....

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- What is the difference between attention and engagement?
- When can kids be attending without really engaging?

# The Learning Process

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- Access Prior Knowledge
- Anticipate New Learning
- Acquire New Knowledge
- Practice and Deepen Knowledge
- Apply Knowledge
- Reflect upon Learning

# Activity #6:

## Analyze Instructional Vignette

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- Step 1: Read the vignettes for the New American Lecture (p 36-38) and Direct Instruction (pg. xx-yy)
- Step 2: Describe the instructional strategy:
  - ▣ What kind of knowledge is being addressed?
    - Declarative or Procedural?
    - Acquiring knowledge or Deepening Knowledge?
  - ▣ What are the steps in the process?
  - ▣ Do you recognize any constructivist principles in action?
  - ▣ What steps does the teacher take to help students learn the content?

# Acquiring New Information

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- What can we learn about acquiring new knowledge by examining these strategies?
- How do these predictions match the action steps in the video?

# Acquiring New Information

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- Determine different inputs to present new knowledge that involve a variety of medium.
- Present information in small chunks.
- After each chunk, students are given time to “do something” with the content.
  - ▣ Restate, question, connect, predict
  - ▣ Classify examples and non-examples.
  - ▣ Complete the steps
- Declarative: Students work in small groups to produce descriptions, discussion, and predictions. Create output- written, graphic, oral, bodily.

# Acquiring New Information

39

- Procedural: Structure practice sessions spaced closely together at the beginning of acquiring procedural knowledge.
  - Students “do the steps.” Build speed, accuracy and fluency.
- Students have to elaborate on their thinking by...
  - Answering and justifying inferential questions
  - Generate/ Translate into Non-linguistic forms.
  - Write out conclusions, insights with justifications.
- Students are given opportunities to reflect on what they’ve learned.
  - Closure- Most students engaged most of time in determining what has been learned and where confusions and questions lie.

# Acquiring New Knowledge-\*\*\*\*\*

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- What are some practical strategies to plan a lesson helping students to acquire new knowledge?
  - ▣ Sharing our practices: What have we used or done that has worked well?
  - ▣ Distinguish between procedural and declarative knowledge.



# Task: Analysis\*\*\*\*\*

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- Examine the “Tool Book for Promoting Active, In-depth Learning.”
- Select two tools that you think would work well to help students interact with and construct meaning around new knowledge.
- Share your selections and discuss how to use them effectively.

# Task: Application

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- Teachers need to plan lessons each day- sometimes several lessons. Lesson planning needs to be effective, include all the necessary elements yet be concise and useful.
- Your task is to create a lesson design template that you could actually use to teach new knowledge to your kids.
  - It should be no longer than two pages- one back-back paper.
  - It contains the necessary pieces to identify knowledge to be learned and the process for teaching it.
  - Use two pieces of paper to sketch out your template. Be prepared to share and discuss it with others.

# Learning Principles

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- *Deeper learning helps us form “bigger ideas” about knowledge that transfer to new situations. These “big ideas” are created by connecting and synthesizing new knowledge to other pieces of knowledge.*
  
- **Classroom Implications:**
  - ▣ What will I do to help students practice and deepen their understanding of new knowledge?

# Video on Question #3

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Watch the Question Three

**Q3** What will I do to help students practice and deepen their understanding of new knowledge?

# Practice and Deepen Knowledge

45

- Provide students with tasks that require them to examine similarities and differences.
- Provide opportunities for students to practice skills, strategies, and processes.

# Examining Similarities & Differences

46

- Compare and Contrast
  - ▣ Comparison Question Stems
  - ▣ Comparison Sentence Stems
  - ▣ Top Hat Organizer
- Concept Attainment: Classifying as examples or non-examples.
- Classification: Placing terms/ ideas into pre-established categories.
- Categorization: Student constructed categories that identify critical attributes.

# Examining Similarities & Differences

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- Creating Similes & Metaphors

- ▣ Similes: direct statements of comparison using “like or as”.

- ▣ Metaphors: direct statements of comparison

- Creating Analogies

- ▣ Sentence-Completion Analogies

- ▣ Visual Prompts for Analogies (ex. pg. 103)

# Identifying Similarities and Differences

48

- Determine what you want kids to learn about by comparing the knowledge to something else.
  - By comparing **mitosis** and **meiosis**, students should realize that XXXXXXXXX.
  - What could I ask students to compare to **mitosis** that would help them understand that XXXXXXXXX?
- Establish Criteria to force attention to critical attributes.
- Model the thinking processes needed to make valid comparisons.



# Identifying Similarities and Differences\*\*\*\*\*

49

- What are practical strategies for using similarities and differences in your classroom?

# Practicing Skills, Strategies & Processes

50

- Structure practice sessions that are gradually less structured and more varied as students shape procedural knowledge to new situations/ contexts.
  - ▣ Different kinds of text- student adjusts reading speed.
  - ▣ Windy/ Rainy day- student adjusts footwork and toss for tennis serve.

# Using Homework to Deepen Student Understanding

51

- All Homework Should be Purposeful
  - ▣ Introduce new content: previewing new knowledge.
  - ▣ Build procedural fluency
  - ▣ Deepen or Practice Knowledge
  - ▣ *Implications:*
    - *Provide clear structure and outcome for homework.*
    - *Avoid homework for the sake of homework- assigning homework every XX day.*
    - *Be clear about the need and purpose for homework.*
    - *Create header with purpose and learning goal(s) of the homework.*
- Homework should be challenging yet able to be completed.
  - ▣ *Implications:*
    - *Enough models to be successful.*
    - *Proper Amount of Time- (10 min./ grade level)*
    - *Differentiated by*
      - *Difficulty/ readiness- Providing choice based on interest or modality.*

# Using Homework to Deepen Student Understanding-\*\*\*\*

52

- Task: Design A Homework Construction Guideline Sheet. This sheet would contain a set of statements or questions that could be used to evaluate the legitimate design and use of homework in class.
  - ▣ It should be practical –easy to use- and highly relevant to each individual's situation.

# Using Homework to Deepen Student Understanding

53

- Students should get feedback on their efforts. This is not the same as grading.

- *Implications:*

- *Communicate learning goals for tasks on sheet. One task may have multiple learning goals.*
- *Mark scale (1,2,3,4) for each learning goal.*

- Encourage Appropriate Participation from the Home

- *Implications:*

- *Communicate the learning purpose for homework to parents.*
- *Communicate with parents about their role in homework.*
  - *If some assignments are “routine,” provide guidelines early in the year in written form or in face-face settings.*
- *For special tasks, provide separate communication about parental expectations.*
- *Don't assign tasks that require or foster parent leadership. Make sure tasks can be completed by students. (ie. Construction projects,*